

## State Report Card Round-Up: Reporting on English Learners' Outcomes

Since the year 2000, the number of English learners (ELs) in schools has increased by over one million students, and some of the most populous states serve student populations where ELs comprise at or above 10 percent of students.<sup>1</sup> Accordingly, this growing population became an area of focus for the Every Student Succeeds Act (ESSA), the most recent reauthorization of the Elementary and Secondary Education Act passed by the United States Congress in 2015. Under the law, states are required to include measures of English Language Proficiency (ELP) among ELs in their state accountability systems.<sup>2</sup> In addition, states set long-term goals for improving academic achievement and graduation rates, with interim goals to gauge progress over time.

Monitoring student outcomes with appropriate measures on the academic progress of ELs is important, not only because they are a large and growing population of students, but also because gaps in outcomes persist historically among English Learners compared to other student groups. By including measures to monitor ELs achievement in state accountability systems, and setting goals to improve achievement, states send the signal that improving outcomes for ELs is a priority. Furthermore, public reporting of student outcome data is particularly important for the EL subgroup, because it provides stakeholders—policymakers, advocates, school and district leaders, and parents, to name a few—with vital information about the extent to which gaps in achievement exist, so that efforts can be made toward improvement for this historically underserved student group.

---

<sup>1</sup> [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)

<sup>2</sup> More information on how states included ELP measures in their ESSA plans is available in this research brief, a collaboration between Achieve and UnidosUS: [https://www.achieve.org/files/Achieve\\_UnidosUS\\_ESSA%20ELP%20Indicator\\_1.pdf](https://www.achieve.org/files/Achieve_UnidosUS_ESSA%20ELP%20Indicator_1.pdf)

Following what is required by ESSA, states have been releasing their report cards for individual districts and schools as well as the state as a whole. Last year, Achieve released a series of briefs, including a pair in collaboration with UnidosUS, that analyzed how states are setting goals and including measures related to EL outcomes in their ESSA accountability plans.<sup>3</sup> With the release of these new report cards, Achieve can now analyze both what data are (or in some cases, are not) being transparently reported and what progress states are making against their stated goals. Several topics relevant to monitoring the achievement and college and career readiness of ELs emerge from this newly reported data:

- Reporting publicly on measures of ELP and differences in reporting across states
- Comparing high school English Language Arts proficiency, mathematics proficiency, EL graduation rates, and rates of postsecondary enrollment across states and analyzing why variation across states exists
- Measuring progress against their long-term goals at the state, district, and school levels

This brief focuses on whether outcomes are being reported in the first place, and compares outcomes for ELs on select indicators (graduation rate and postsecondary enrollment) because the outcomes data being reported across states on certain indicators vary so widely that it makes cross-state comparisons challenging, if not impossible. Particularly on ELP, states differ in reporting proficiency vs. progress/growth, the assessment they use, whether data is disaggregated by grade level or combined to show all grades, to name a few. On academic achievement, this brief will only provide insight on how EL students perform on college- and career-readiness assessments in 18 states and the District of Columbia, because the assessments given to students and the data they provide in the remaining 32 states vary widely enough that cross-state comparisons cannot be performed. Being able to compare student outcome data across states is important, because it creates opportunities to see how well students or specific student groups are performing compared to their counterparts in peer states.

**TABLE 1. STATES REPORTING GROWTH VS. PROFICIENCY**

<b>States Reporting Only Growth/Progress</b>	15 states and D.C.	Alabama, Delaware, the District of Columbia, Georgia, Massachusetts, Missouri, Nevada, New Hampshire, New York, North Dakota, Oklahoma, Oregon, South Carolina, Tennessee, Texas, West Virginia
<b>States Reporting Only Proficiency</b>	16 states	Arizona, Arkansas, California, Colorado, Hawaii, Illinois, Indiana, Iowa, Kentucky, Louisiana, Nebraska, New Mexico, Pennsylvania, Rhode Island, Wisconsin, Wyoming
<b>States Reporting Growth AND Proficiency</b>	14 states	Alaska, Connecticut, Florida, Idaho, Michigan, Minnesota, Mississippi, Montana, New Jersey, North Carolina, South Dakota, Utah, Virginia, Washington
<b>No State-Level Reporting</b>	5 states	Kansas, Maine, Maryland, Ohio (district-level reporting only), and Vermont

<sup>3</sup> All of Achieve's research briefs on accountability in state ESSA plans are available here: <https://www.achieve.org/accountability-in-essa>

## English Learner Progress and Proficiency

States also vary in how they are reporting measures of ELP, but each falls into one of three categories: 1) states reporting a measure of English proficiency (the percentage of students taking an ELP assessment that score proficient), 2) states reporting students' growth or progress toward ELP (the percentage of students meeting state-defined benchmarks on an ELP assessment, making progress toward proficiency in English), and 3) states that report both. A table indicating what data states are reporting is above.

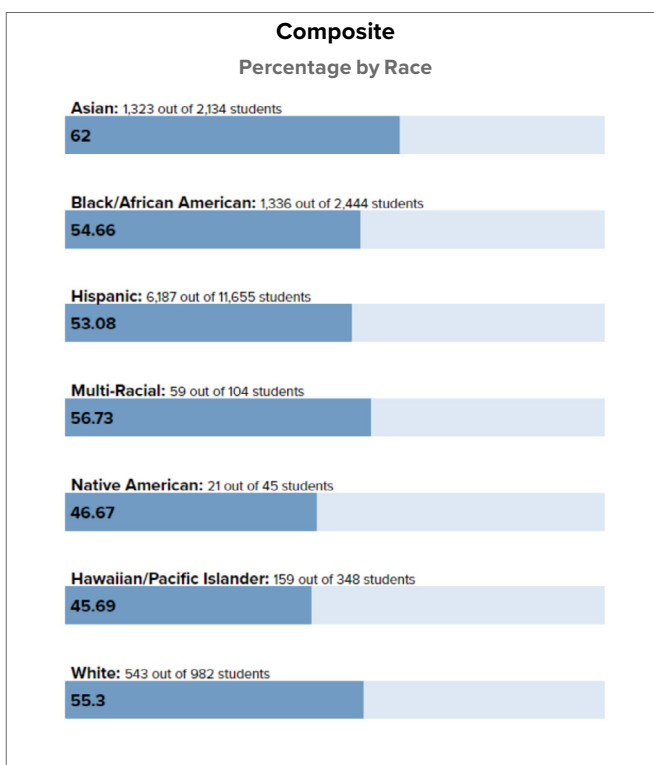
Furthermore, state report cards vary in how they display this data. While some states opt to share a single indicator on EL progress or proficiency, available in a spreadsheet or table online, other states have gone beyond what their peers have done and displayed more data related to EL growth and/or proficiency in ways that help provide a clearer picture of this important subgroup's levels of achievement.

In addition, states disaggregate the data in their reporting differently, including by grade or grade-band, by race/ethnicity, and/or by special populations. Twelve states disaggregate this data by grade band or grade level such that progress and proficiency for ELs in high school is discernable (Arkansas, Connecticut, Georgia, Kentucky, Massachusetts, Michigan, New York, Oregon, Pennsylvania, Rhode Island, Washington, and West Virginia). Also, eight states and the District of Columbia report their ELP measure by race, ethnicity, and special populations, such as economically disadvantaged, homeless, or students with disabilities (Georgia, Iowa, Michigan, New York, North Dakota, Oklahoma, Pennsylvania, Tennessee and the District of Columbia). Thus, Michigan stands alone as the only state that reports both growth and proficiency, in a way that separates scores by grade or grade band, and disaggregates data by subgroups.

Again, the analysis here focuses on the kinds of data states report, because the actual student outcomes data reported vary so widely that cross-state or national comparisons cannot be done. However, the methods by which some states report this data in their report cards stand apart from other states.

Iowa shares information about its ELs' English language progress that is disaggregated by both special populations (Low Socio-Economic Status and Students with Disabilities) as well as by race/ethnicity as seen in **FIGURE 1**. In addition, Iowa

**FIGURE 1**



disaggregates performance on each section of the state's English language proficiency assessment (Listening, Reading, Speaking, and Composite) by each of the previously mentioned subgroups. While this level and specificity of information sets the state's reporting apart, this level of detail is provided for each section of the state's ELP exam may not be accessible for all users who aren't as familiar with this assessment, including parents.

South Dakota reports ELP data in a way that is relatively easy to understand, and includes helpful explanatory information about what the ELP indicator is measuring and what each graphic included shows. In the graphic display are percentages of students that are making progress on ELP, are behind, and have exited, as well as the percentage of EL students that were not tested, showing a complete picture of where all EL students are in the state (**FIGURE 2** on page 5). On top of that, the state provides information about the percentage of students that exit EL status by gaining proficiency in English earlier than the five-year proficiency timeline used by the state, as seen in **FIGURE 3** on page 5.

## Recommendation: The Need for Multiple ELP Indicators

### Report and measure both proficiency and growth

To provide stakeholders with adequate information about how well schools are serving EL students, states should measure and report both language proficiency and growth toward proficiency for their EL populations. Both proficiency and growth measures are important. Students begin their education in the U.S. with different levels of language proficiency and at different grade levels. Thus, growth is an important measure to help track how well students are progressing. Proficiency is also important, signaling the importance of getting EL students gaining proficiency in English and exiting EL status.

### Disaggregate by grade/grade band and subgroups

Reporting both measures serves to better inform the public and groups of stakeholders, including parents and families, about how well states are serving ELs and where gaps in achievement persist. Further disaggregation by grade/grade band and subgroups, including special populations, can help drill down where schools can provide more support or where stakeholders should direct advocacy on behalf of EL students.

FIGURE 2

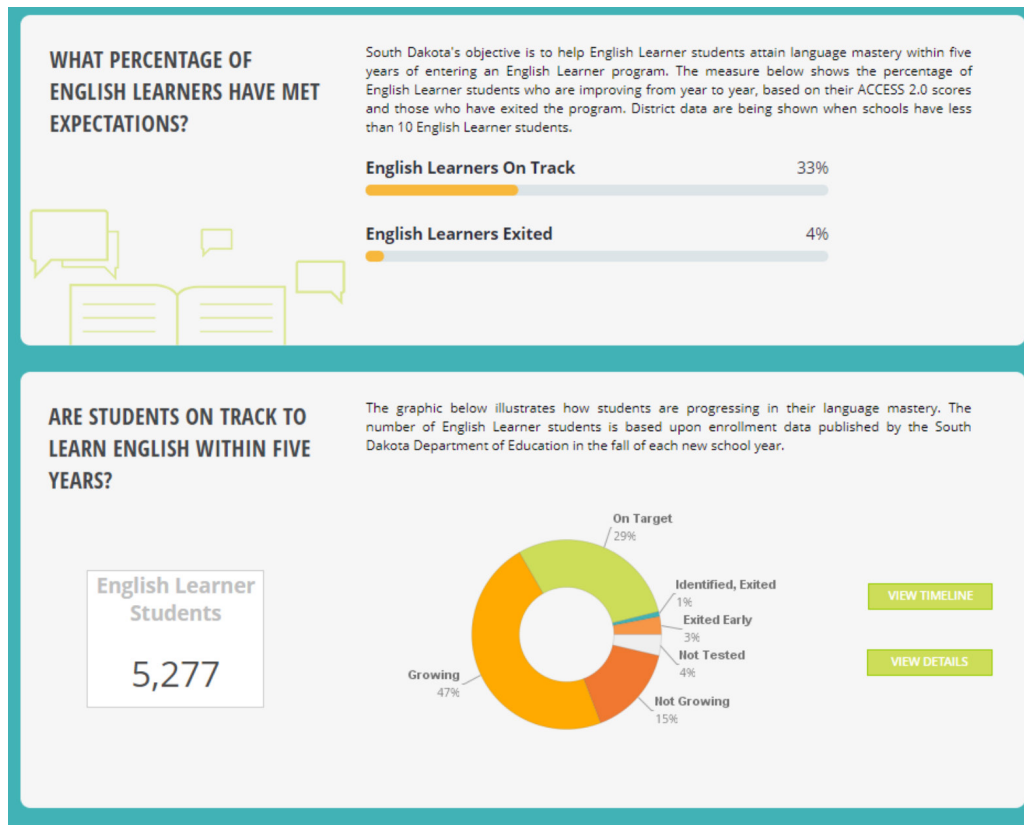
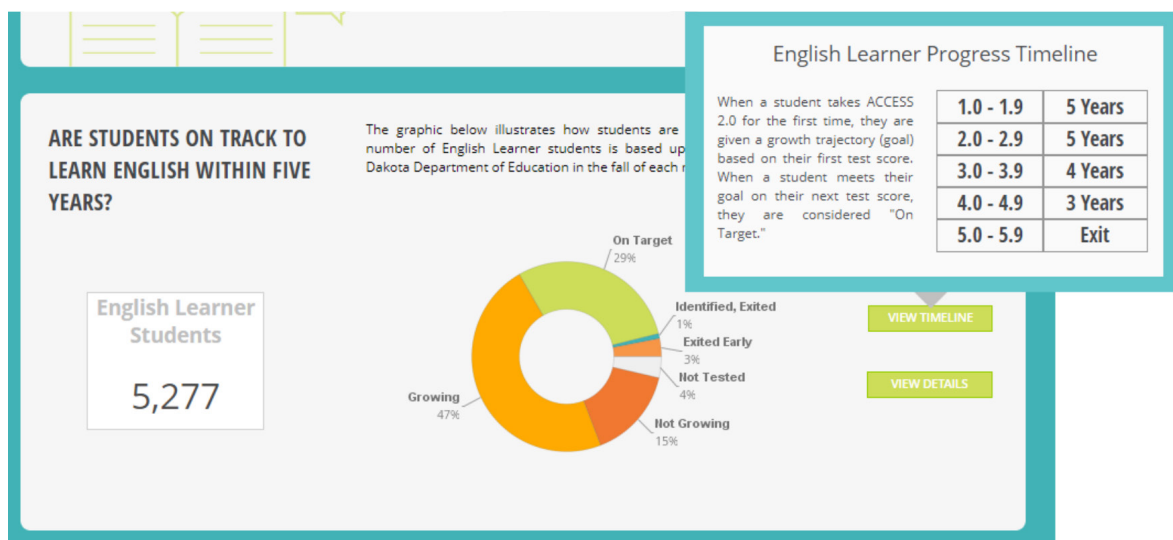


FIGURE 3



## English Language Arts and Mathematics Proficiency Rates for English Learners

We collected the most recent state-level data on the percentage of students who score at the college- and career-ready (CCR) level on high school assessments anchored to CCR standards.<sup>4</sup> These assessments include a performance level/cut score that provides high school students a clear signal regarding their readiness for first-year mathematics and English courses at postsecondary institutions and are used by two- and four-year colleges and universities for placement into first-year, credit-bearing courses. The results are useful in preparing students for successful postsecondary transitions and can assist schools in identifying and addressing student learning gaps before students graduate from high school, reducing the need for costly remediation or workforce training. We found that less than HALF of states reported proficiency rates for ELs on these assessments, and when data were available, the proficiency rates are shockingly low. Approximately seven percent of ELs met the mathematics proficiency benchmarks on these states' CCR assessments (compared to 35 percent of all students). On average, 8.6 percent of SWDs met the ELA proficiency benchmarks (compared to 47 percent of all students). See **APPENDIX A** for state-specific data.

## Graduation Rates for ELs

All but three states—Arizona, Maine, and Vermont—reported a 4-year Adjusted Cohort Graduation Rate (ACGR) for ELs for the most recent reporting year.<sup>5</sup>

States vary widely in the percentages of ELs they report having graduated, ranging from 29 percent in New York to nearly 93 percent in West Virginia.<sup>6</sup> However, most states' rates range from 50 percent to 75 percent, and across all states the average graduation rate for ELs is 67.9 percent. The U.S. Department of Education reports a national graduation rate for English Learners of 67 percent, compared to 85 percent for non-ELs for 2015-16, a gap of 18 percentage points.<sup>7</sup> Similarly, gaps between what states report for their graduation rates for ELs and their rates for all students vary, ranging from a gap of 51 percentage points in New York to West Virginia, which reports a graduation rate two percentage points higher for ELs than for all students.<sup>8</sup> The average gap between ELs and all students across states is 16.8 percentage points.

Six states—South Carolina, Kansas, Delaware, Nevada, Arkansas, and West Virginia—have graduation rates for ELs above 80 percent. Additionally, each of these states has a gap between ELs and all students of under 7 percentage points. Nevada and Kansas both have high percentages of ELs in their state, at 15.9 percent and 11.1 percent, respectively.<sup>9</sup> In addition to those six states, Idaho, South Dakota, and New Mexico also have gaps between ELs and all students below 7 percentage points. Among these, New Mexico's student population also has a high percentage of ELs at 13.4 percent.<sup>10</sup>

---

<sup>4</sup> Achieve's collection of publicly reported student outcome data from states' report cards is available at <https://highschool.achieve.org/college-and-career-ready-student-outcomes-data-explorer>.

<sup>5</sup> Achieve's collection of publicly reported student outcome data from states' report cards is available at <https://highschool.achieve.org/college-and-career-ready-student-outcomes-data-explorer>.

<sup>6</sup> A table showing each state's reported 4-year ACGR for ELs and for all students is displayed in Appendix A

<sup>7</sup> <https://www2.ed.gov/datastory/el-outcomes/index.html#two>

<sup>8</sup> Notably, West Virginia also serves the lowest number of ELs of any state, at 1 percent of the total student population.

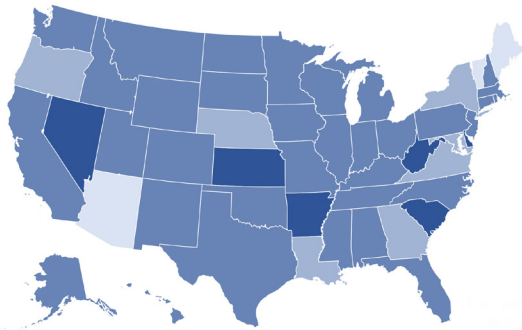
<sup>9</sup> [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)

<sup>10</sup> *Ibid.*



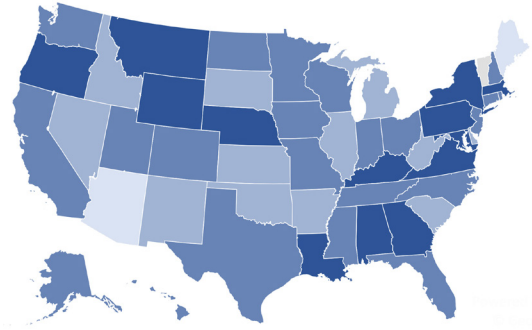
## GRADUATION RATES FOR ENGLISH LEARNERS

No data
  35-59%
  60-79%
  80-93%



## GRADUATION RATE GAPS FOR ENGLISH LEARNERS

No data
  -3 to 10 point gap
  11-19 point gap
  20-51 point gap



### English Learner Subgroup Definitions Vary Across States

Part of the reason for this wide variation in graduation rate for ELs is how states count which students for inclusion in this subgroup. State policies for reporting on ELs differ from state to state, specifically regarding how long a student remains in the state's EL subgroup after a student is deemed proficient in English. In other words, how long are former ELs still included in this group? The U.S. Department of Education issued non-regulatory guidance on which student should be included in the EL subgroup, asking states to uniformly report students that had been identified as ELs at any time during their inclusion in the 9th grade cohort as ELs for the purposes of reporting ACGR. However, Congress rescinded this guidance in 2017.<sup>11</sup>

How, then, do states' definitions for this reporting subgroup differ? Nevada reports a relatively high graduation rate for ELs at 81.7 percent;<sup>12</sup> on its state report card, the subgroup being reported includes students that have been identified as EL at any time during the high school grades.<sup>13</sup> Thus, a student that gains proficiency in English toward the end of 9th grade is still included in this reporting subgroup. The state is reporting the graduation rate for students that have been identified as ELs, but have since gained English proficiency and are no longer current ELs. In contrast, New York reports the lowest graduation rate for English Learners at 29 percent. However, New York states that the students in this subgroup is they are designated as ELs and reported as such during the reporting school year.<sup>14</sup> Others, like Delaware (graduating 81.3 percent of ELs) include students in the subgroup for four years after they exit EL status.<sup>15</sup>

### States Should Clearly Indicate Which Students Are Included

Each of these methods for reporting has value. It is important to know about the achievement of students that are currently identified as ELs as well as those that have previously been identified and have since exited EL status. However, states should be clear about which students are included in the subgroup and should consider reporting multiple metrics for current and former ELs. If the reported subgroup includes former ELs, states should also clearly show how many years students can be included in the subgroup after they gain English proficiency.

<sup>11</sup> <https://www2.ed.gov/policy/elsec/leg/essa/essagraderateguidance.pdf>

<sup>12</sup> [http://nevadareportcard.com/di/report/summary\\_4?report=summary\\_4&scope=e32.y14.y15&organization=c2269&scores=Graduation\\_Rate&subgroups=EVEREL&filterrelation=and&num=20&page=1&pagesize=20&domain=cohort4yr&](http://nevadareportcard.com/di/report/summary_4?report=summary_4&scope=e32.y14.y15&organization=c2269&scores=Graduation_Rate&subgroups=EVEREL&filterrelation=and&num=20&page=1&pagesize=20&domain=cohort4yr&)

<sup>13</sup> Confirmed by Nevada Department of Education.

<sup>14</sup> <https://data.nysed.gov/businessrules.php?type=gradrate&year=2018>

<sup>15</sup> [https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/468/DSSF\\_Tech-Manual\\_6\\_12\\_19.pdf](https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/468/DSSF_Tech-Manual_6_12_19.pdf)

## English Learners Continuing to Postsecondary

The advent of ESSA also meant a requirement that states report available postsecondary enrollment rates. While most states now publicly share one or more enrollment indicators, it is far from the norm for states to report this data disaggregated to show the percentages of ELs enrolling in postsecondary education.<sup>16</sup> In fact, just 20 states report the percentage of EL students enrolling in postsecondary education after they graduate from high school (See **TABLE 2** for this data). This kind of transparency, particularly in disaggregating data for the EL subgroup, is praiseworthy.

**TABLE 2. POSTSECONDARY ENROLLMENT RATES FOR ENGLISH LEARNERS**

Denominator	State	Postsecondary Enrollment Rates English Learners (%)	Postsecondary Enrollment Rates All students (%)	Postsecondary Enrollment Rates Gap Between All Students and English Learners (%)	Where Do Students Enroll in College? (2- and 4-year, public and private, in- and out-of-state institutions unless otherwise noted)
9th Grade Cohort	Virginia	54	67	13	
High School Graduates	Florida	72.9	75.7	2.8	
	Michigan	57.4	67.3	9.9	
	New Hampshire	46.1	58	11.9	
	New Mexico	52	65	13	
	Hawaii	38	55	17	
	Utah	28.4	45.5	17.1	
	Minnesota	53	71	18	
	California	46.3	67.8	21.5	
	Massachusetts	50.5	72.3	21.8	
	Rhode Island	40.9	64.5	23.6	
	Tennessee	40.2	64.1	23.9	
	Pennsylvania	37.9	61.8	23.9	
	Connecticut	44.6	70.9	26.3	
	Wisconsin	30.6	59.4	28.8	
	Louisiana	26.1	57.4	31.3	
	New Jersey	44.5	77.9	33.4	
	Arkansas	24	49.1	25.1	Only includes 2- and 4-year, public, in-state institutions
	Mississippi	37	67.1	30.1	Only includes 2- and 4-year, public, in-state institutions
	Montana	10	41	31	Only includes 4-year, public, in-state institutions

<sup>16</sup> Achieve's collection of publicly reported student outcome data from states' report cards is available at <https://highschool.achieve.org/college-and-career-ready-student-outcomes-data-explorer>.

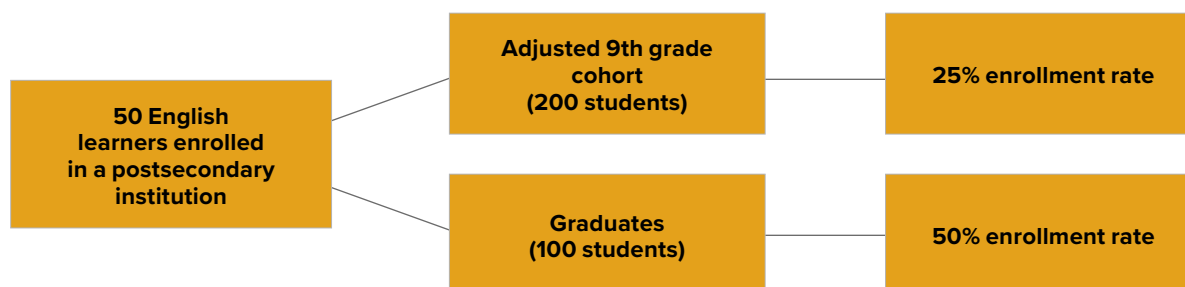


As the table shows, not only do states differ in the percentages of ELs enrolling in postsecondary education, states are also reporting this information differently. Specifically, states differ in terms of who is included in the indicator that each reports. Most states that do report this data include high school graduates entering 1) 2- and 4- year institutions, 2) both public and private institutions, as well as 3) in- and out-of-state institutions. This is the most inclusive way states can measure enrollment in postsecondary for ELs, and all student subgroups. However, a handful of states only report in-state enrollees, enrollees at public universities, and/or enrollees at 4-year institutions. This leaves some students out of the picture. **Virginia is the lone state that not only reports enrollees in the most inclusive way possible, but they also report it using the adjusted 9th grade cohort as the denominator, while other states use all graduates in the denominator.**<sup>17</sup> Using the 9th grade cohort as the denominator puts the focus on how well high schools are preparing students for postsecondary, by including all students that enter high school as part of a particular cohort. Furthermore, reporting by the adjusted 9th grade cohort signals to schools, districts, and states that they are responsible for performance and on-time graduation of all students, not just select groups. Finally, if all states reported using the 9th grade cohort as the denominator, it would allow for comparison across states.<sup>18</sup> Currently, making comparisons of postsecondary enrollment for ELs across states is impossible given the differences in data reporting.

However, an equally important comparison within states between the EL subgroup and all students can provide insight into how well they are serving ELs, controlling for the denominators included. Similar to graduation rates, significant gaps exist between the percentages of EL students enrolling in postsecondary education and the percentages of all students enrolling across states, with an **average gap of 21.2 percent across these 18 states**. **TABLE 2** shows these gaps—while Florida and Michigan exhibit the lowest gaps (both under 10 percentage points), Louisiana, Mississippi, Montana, and New Jersey exhibit gaps of 30 percentage points or larger.

**FIGURE 4** shows how the choice states make in choosing which denominator to report affects how the data is reported even though the number of ELs enrolling in postsecondary holds constant. Using

**FIGURE 4. THE IMPACT OF STATES' DENOMINATOR CHOICES**



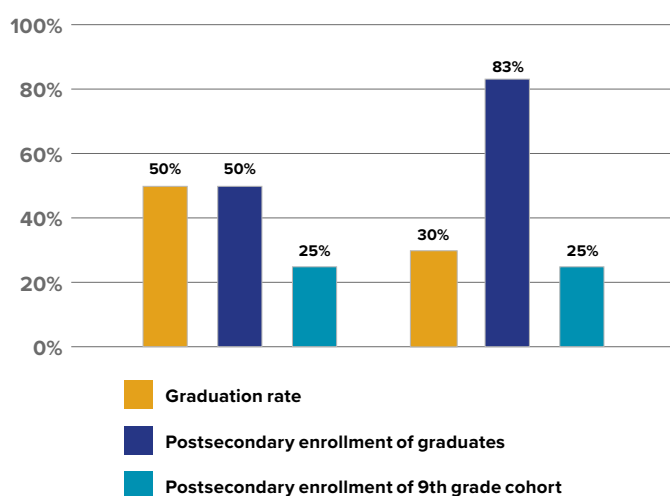
<sup>17</sup> The adjusted 9th grade cohort is the number of students who begin school together in 9th grade and who anticipate graduating from high school four years later, adjusting this number for transfers in and out, émigrés, and deceased students.

<sup>18</sup> <https://www.achieve.org/publications/count-all-kids-using-9th-grade-cohort-improve-transparency-and-accountability>

the adjusted 9th grade cohort allows states to have a better understanding of the impact high schools have on postsecondary enrollment. In turn, states and districts can develop data-based strategies for improvement of enrollment rates and closing gaps. Failure to use the 9th grade cohort limits the state's efforts and abilities in doing so.

Thus, in states with lower graduation rates, the story can become even less clear if the state reports student outcomes using number of graduates as the denominator. Using just graduates as the denominator will make an indicator like enrollment look higher in comparison to a state that uses a more inclusive denominator, like the 9th grade cohort, as seen in **FIGURE 5** below:

**FIGURE 5. WHY DENOMINATORS MATTER**



## The Need for More (and Better) Reporting of Postsecondary Enrollment Across States

Having postsecondary enrollment data for ELs from only twenty states leaves 30 states plus the District of Columbia with no information to report, making up of a significant percentage of ELs in our country. Notably, some of the states that educate the highest numbers and percentages of EL students do not report a postsecondary enrollment indicator. These include Illinois, New York, and Texas, three of the five largest states by K-12 public school student enrollment whose student populations comprise of 9.8 percent, 8.7 percent, and 17.2 percent ELs, respectively. Furthermore Alaska, Colorado, Kansas, Nevada, New Mexico, and Washington all have student populations that comprise of 10 percent or more ELs, and none of these states report a postsecondary enrollment indicator.<sup>19</sup>

<sup>19</sup> Achieve's collection of publicly reported student outcome data from states' report cards is available at <https://highschool.achieve.org/college-and-career-ready-student-outcomes-data-explorer>.

Having more states report on postsecondary enrollment would be valuable, certainly, and having more than just one state report this indicator using the 9th grade cohort as the denominator would be most beneficial, providing more accurate insight into how well public high schools are producing postsecondary enrollees.

## Reporting Progress Toward Goals

ESSA requires schools to set goals for graduation rate, academic achievement, and ELP. For both graduation rate and academic achievement, over twenty states set different goals for English Learners and other student subgroups, while other states set a single goal for all students.<sup>20</sup> Goals send important signals to schools and stakeholders about what states and the levels of improvement the state intends to work toward in partnership with districts. Goals are especially important given how differently states have defined ELP (progress vs. proficiency) and how to count ELs as part of this subgroup for reporting purposes. While states differ in what they report, progress toward goals within a state helps monitor progress toward internal benchmarks, in addition to making comparisons across states on different indicators of student performance. To avoid sending the signal that schools and districts should have lower expectations for certain student groups, states should set the same long-term goals for all student groups, including ELs.<sup>21</sup>

More than half of states are reporting progress against their goals for one or more of those indicators. Public reporting of progress toward goals each year provides stakeholders with more timely updates on progress, which can in turn provide earlier opportunities for interventions and improvement before gaps between performance and goals are too large to feasibly close in time.

Additionally, districts and schools need a clear understanding of their baseline data to be able to map out a feasible, district- or school-specific plan for improvement. States should report district progress against statewide goals to help drive progress toward the state's overall goal. This is particularly important for subgroup-specific goals, like those for ELs, for which schools and districts may need to make greater and/or more rapid progress than state goals for "all students."<sup>22</sup>

School report cards in New Hampshire show progress toward graduation rate goals for special populations of students on each individual school's report card, as seen in the **FIGURE 6** on page 12.

Arkansas also displays on its public, school and district report cards how well individual schools are progressing toward the states goals, disaggregated by the EL subgroup and other subgroups. Below is an example from one high school's performance and progress toward the state's goals on graduation rate for ELs, along with the trajectory the school will need to maintain in order to meet the state's interim goals over the next 12 years.

---

<sup>20</sup> Achieve and UnidosUS also authored a report on states goals for ELs as stated in their ESSA plans: [https://www.achieve.org/files/Achieve\\_UnidosUS\\_ESSA%20EL%20Goals\\_1.pdf](https://www.achieve.org/files/Achieve_UnidosUS_ESSA%20EL%20Goals_1.pdf)

<sup>21</sup> *Ibid.*

<sup>22</sup> <https://www.achieve.org/files/ThinkingLongTermGraduationRateGoalsUnderESSA1.pdf>

FIGURE 6

FOUR YEAR GRADUATION RATE 89.01%

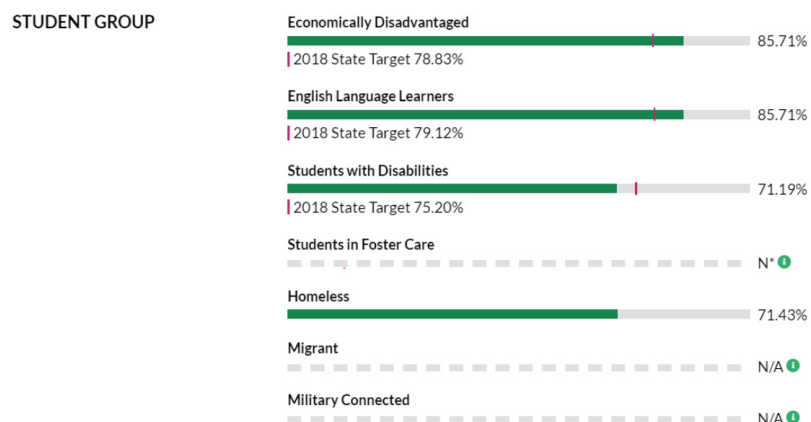
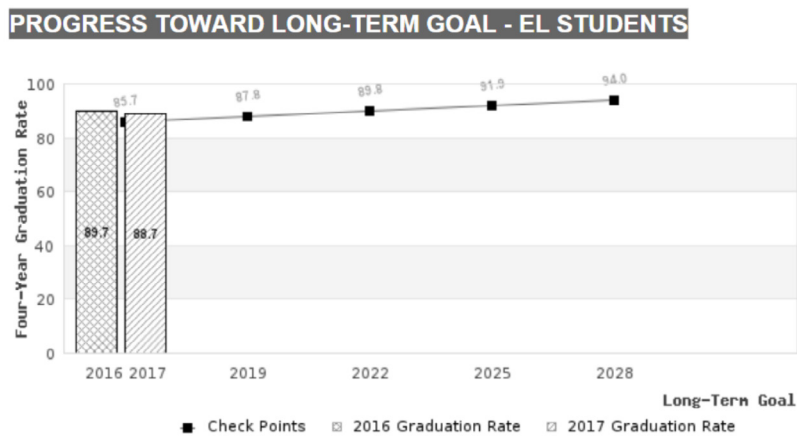


FIGURE 7



## Questions to Consider for Improvements in State Reporting

Many stakeholders are invested in the improved educational outcomes for ELs across states. In addition to state and local education leaders and policymakers, advocates and parents play a crucial role in pushing for increased transparency and better reporting and accountability as it relates to ELs, to in turn help spur those improvements. And while reporting of these indicators is an important first step, efforts to improve access to and usability of information is particularly important for parents and advocates for EL students. UnidosUS recommends providing state reports cards in languages other than English so that they are better understood by non-English speakers, as well as mobile Internet compatibility, as many parents rely on mobile technology as their main source for Internet access.<sup>23</sup>

For each of the stakeholder groups above, several questions emerge as it relates to student outcome reporting on ELs, based on how states are publicly reporting this data in the first year of ESSA report cards. Stakeholders should use and consider questions like these regarding the data on ELs their state is reporting, how well districts and schools are serving EL students, and where gaps in both EL student achievement and reporting on ELs might exist:

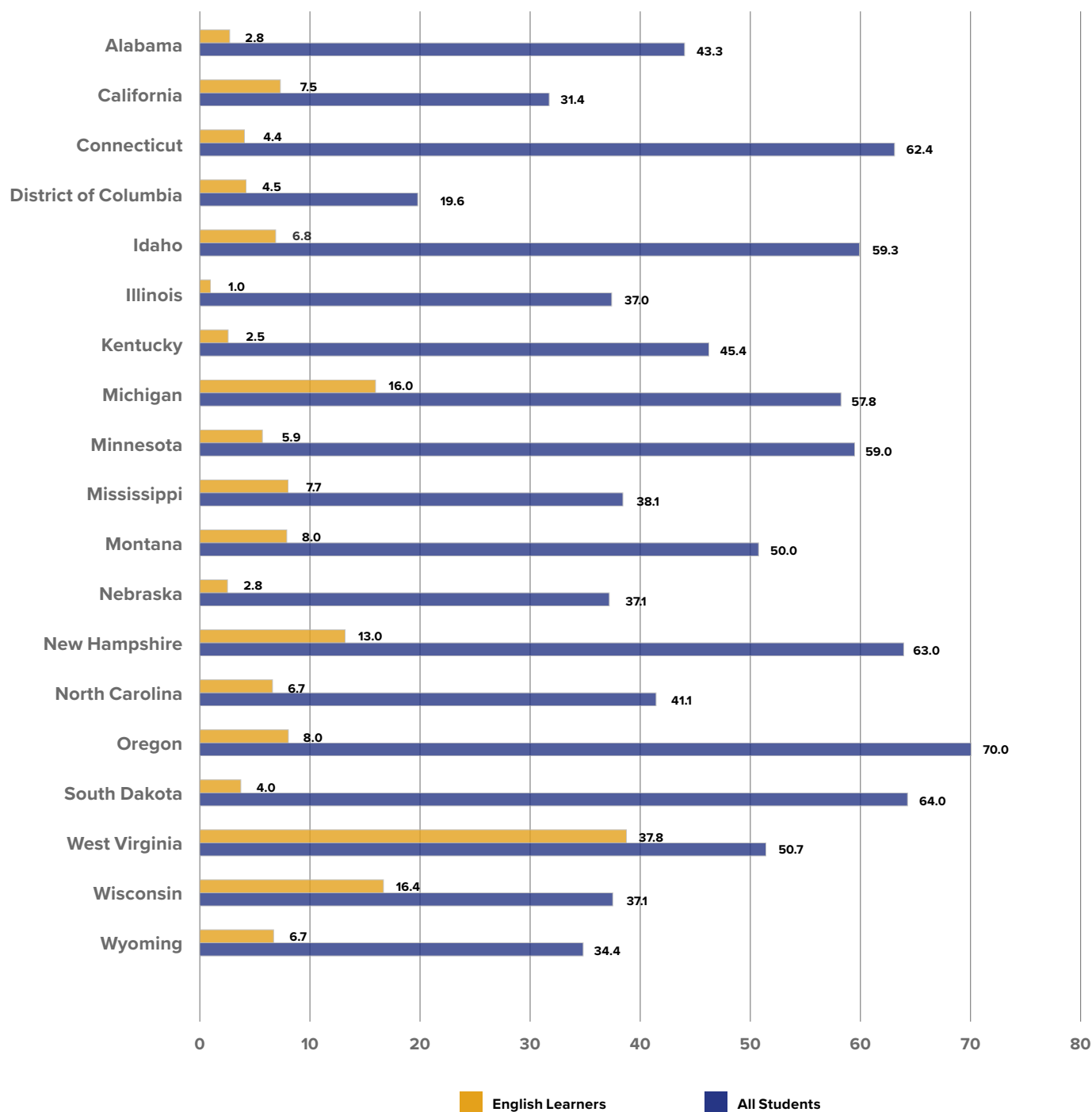
- Is your state transparent about which students are included in the EL subgroup? Does the state report outcomes for ELs using more than one denominator (e.g., current ELs and students that have been identified as proficient in English)? How long after students have been identified as proficient in English are they included in the EL subgroup?
- What are the implications of who is included in how your state reports its EL subgroup, both for reporting as well as how your state is responding to any gaps in achievement?
- Does your state report on ELs' performance on ELP assessments in terms of progress, proficiency, or both indicators? Is this data disaggregated by race/ethnicity and/or other special populations?
- Does the data that is publicly reported appropriately inform state leaders, districts, and other stakeholders? Are there gaps in reporting?
- Is your state reporting against its stated goals for ESSA, including goals for ELs? Is individual school and district data also benchmarked against these goals?
- Is the data easy to access, navigate, and understand, and is it available in languages other than English?

---

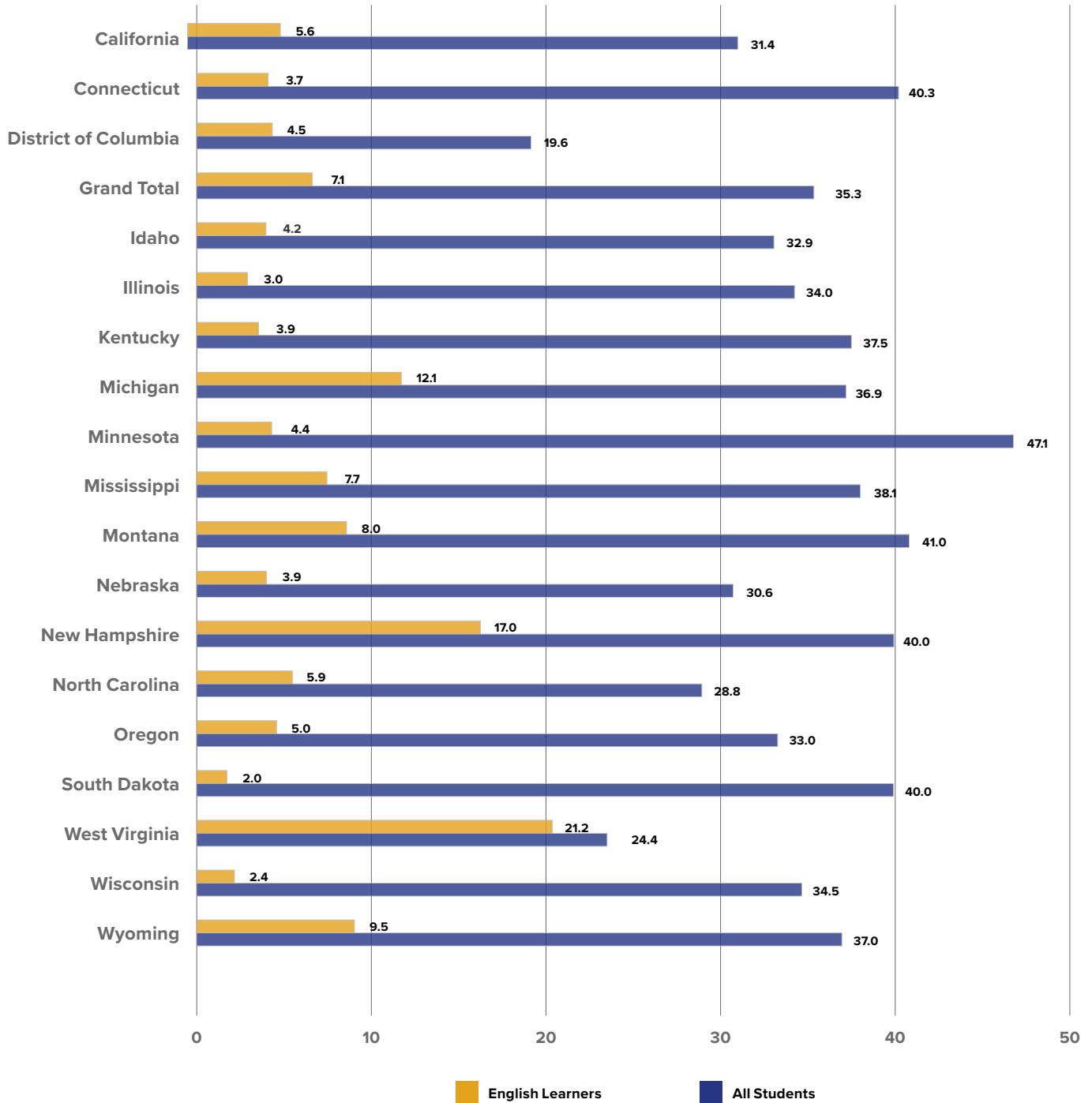
<sup>23</sup> <http://publications.unidosus.org/handle/123456789/1900> and <http://publications.unidosus.org/handle/123456789/1905>

## APPENDIX A. ASSESSMENT PROFICIENCY RATES OF ENGLISHER LEARNERS AND ALL STUDENTS – 2017-18 REPORT CARDS

ELA Proficiency Rates on CCR Assessments: English Learners and All Students



**Mathematics Proficiency Rates on CCR Assessments: English Learners and All Students**





## APPENDIX B. GRADUATION RATES OF ENGLISH LEARNERS AND ALL STUDENTS (PERCENTAGE)

State	English Learners	All Students	Gap between All Students and English Learners
Alabama	62	89	27
Alaska	61	78.5	17.5
Arizona	Not reported	78	Not reported
Arkansas	82.7	89.2	6.5
California	70.9	83.5	12.6
Colorado	64.6	79	14.4
Connecticut	68.4	87.9	19.5
Delaware	81.3	85.8	4.5
District of Columbia	55.6	68.5	12.9
Florida	75	86.1	11.1
Georgia	55.8	81.6	25.8
Hawaii	68	84	16
Idaho	75.5	80.6	5.1
Illinois	77	85	8
Indiana	69.6	88.1	18.5
Iowa	79.3	91.4	12.1
Kansas	80.6	87.5	6.9
Kentucky	70.3	90.3	20
Louisiana	36.3	81.4	45.1
Maine	Not reported	86.7	Not reported
Maryland	51	87.1	36.1
Massachusetts	64.1	87.9	23.8
Michigan	71.2	80.6	9.4
Minnesota	65.6	83.2	17.6
Mississippi	66.5	83	16.5
Missouri	70.6	89.2	18.6
Montana	63	86	23
Nebraska	48.8	88.6	39.8
Nevada	81.7	80.9	-0.8
New Hampshire	69.4	88.4	19

State	English Learners	All Students	Gap between All Students and English Learners
New Jersey	75.8	90.9	15.1
New Mexico	71.1	73.9	2.8
New York	29	80	51
North Carolina	68.4	86.3	17.9
North Dakota	70.2	88.1	17.9
Ohio	64.5	82.1	17.6
Oklahoma	77	85.6	8.6
Oregon	54.9	76.7	21.8
Pennsylvania	65	86.6	21.6
Rhode Island	72.3	84.1	11.8
South Carolina	80.3	81	0.7
South Dakota	79.2	84.1	4.9
Tennessee	73.3	89.1	15.8
Texas	75.5	89.7	14.2
Utah	70	87	17
Vermont	Not reported	Not reported	Not reported
Virginia	59	87	28
Washington	64.1	80.9	16.8
West Virginia	92.7	90.2	-2.5
Wisconsin	70.1	86.6	16.5
Wyoming	61	81.7	20.7

*Note: Some states' most recent ACGR reporting is for graduates in the Class of 2017 while others are reporting for the Class of 2018.*